

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



Images courtesy of Youth Sport Trust

## PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

*Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.*

## Review of last year 2023/24

**We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend**

What went well?	How do you know?	What didn't go well?	How do you know?
Team teaching to upskill teaching staff in the teaching of PE	From PE Deep dives and lesson monitoring we can see staff able to confidently teach a range of PE skills, follow the curriculum well and adapt to all learners. Staff are open and honest about their CPD needs i.e., upskilling in Gymnastics and skilled professionals in that area were provided, so that staff team taught alongside and developed their own subject knowledge.	Staff mobility- 7 teachers left the school at the end of the year, so we will need to revisit this again for new members joining the school.	Resignations, staff voice and PE deep dive feedback.
Further develop OPAL provision to increase physical activity inc balance bikes, barrels (over, under, through), large blocks for balancing,	Pupil voice shows that children are using all the equipment, enjoying the challenge and risk. Children have felt their voice was heard and that new equipment has led to a well purposed break time for them. This has also had a direct effect on behaviour and attitudes, showing a decrease in verbal aggression and physical behaviours.	Introducing the equipment all at once and supporting the children to use it correctly. This led to play assemblies and further adult support. Has now been resolved.	Observations of behaviours, pupil voice.
Enhance the offer of activities offered eg Ultimate frisbee, more inclusive games Increase the opportunities for physical exercises within outdoor spaces.	This succeeds through OPAL equipment such as scooters and through inter-school tournaments and sporting events. The inclusive games were well attended and enabled children to work with a range of different needs and diversity.	Holding as many as we had hoped. This was due to measures out of our control i.e. pupil absence, transportation or weather.	Non attendance of the event.

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><i>Team teaching to upskill teaching staff in the teaching of PE, including CPD, AfPE membership and resources.</i></p> <p><i>Further develop OPAL provision to increase physical activity inc balance bikes, barrels (over, under, through), large blocks for balancing,</i></p> <p><i>Extend the wider opportunities for all children through a rich diet of sporting clubs throughout the year.</i></p> <p><i>Additional swimming lessons for those in Year 6 who cannot yet swim the 25m required</i></p> <p><i>Increase the opportunities for physical exercises within outdoor spaces.</i></p> <p><i>Enhanced wider PE curriculum offering for additional year groups.</i></p>	<p>Continue to further enhance staffs CPD/ Subject knowledge with skilled, targeted support that directly relates to curriculum content. This will be completed through the support of a highly skilled PE team, who will share the curriculum, model and observe lessons conducted.</p> <p>Extend the OPAL provision with bespoke equipment that enables children to try a new sport, develop a talent and or enable teamwork skills. Pupil voice will highlight equipment that is needed for this to take place.</p> <p>Seek external provisions that can sponsor children to attend sporting clubs such as table tennis, rock climbing and roller skating.</p> <p>Assess, invite targeted groups of upper KS2 children to participate in swimming sessions that are bespoke to key skills and then further develop the child's strength and stamina when swimming distance.</p> <p>Plan for opportunities within our curriculum and other subject areas such as science, maths and discovery so that learning is a transferrable skill, and children apply physical motor development at all opportunities.</p> <p>Embed a deeper enrichment of sports and physical activities within the wider curriculum that enhances skill, motivates and encourages new activities such as rock climbing, fishing and golf.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>Staff will be confident, experienced and able to teach all areas of the PE curriculum and feel they can further develop in certain areas if they would like to. This will mean children are given a good coverage of skill in all year groups. <i>(Team teaching to upskill teaching staff in the teaching of PE, including CPD, AfPE membership and resources.)</i></p> <p>Children will continue to take safe risks, whilst showing skill in both fine and gross motor skills. The additional equipment has enhanced key characteristics such as teamwork, spatial awareness, needed for sport. We see the application of these skills now firmly in place and applied to lesson content. <i>(Further develop OPAL provision to increase physical activity inc. balance bikes, barrels (over, under, through), large blocks for balancing.)</i></p> <p>We now see a higher percentage of children attending our club provision, showing skill and flare for new sports that may lead to further participation. Links are made aware to the children to support wider uptake for a range of sports. These are celebrated publicly to the school community, through events such as celebration assemblies. <i>(Extend the wider opportunities for all children through a rich diet of sporting clubs throughout the year.)</i></p> <p>Children leave Primary school supported to achieve in swimming, knowing the basic skills of different strokes and in water safety skills. We see an increase in children who can achieve 25 meters, with over 50% of 11 year olds confident in the water. <i>(Additional swimming lessons for those in Year 6 who cannot yet swim the 25m required.)</i></p> <p>Links are embedded within the curriculum that enables children to use physical skills in most subjects, including within wider opportunities such as forest schools and foundation subjects. <i>(Increase the opportunities for physical exercises within outdoor spaces.)</i></p> <p>Year 4 have attended wider skills such as rock climbing, ice skating. <i>(Enhanced wider PE curriculum offering for additional year groups.)</i></p>	<p>Staff voice, CPD plan, monitoring schedules and deep dive feedback will triangulate to show that pupils are able to access all areas and have achieved within the PE curriculum, year on year.</p> <p>Behaviour logs, links to the curriculum map, pupil uptake and usage levels show that children pupils have developed in a range of physical skills and can use them in all areas of the curriculum when needed.</p> <p>The percentage of children will have risen, pupil voice talks highly of the provision on offer. Parental support for clubs' increases.</p> <p>Swimming assessment completed, identifying clearly the children who can complete a range of strokes, swim 25ms and complete water safety skills.</p> <p>All teachers teach all subjects with a view to link skills and triangulate their sports lessons to other areas when planning.</p> <p>Children now explore new sports that are diverse and open to all. Children continue to purpose these sessions wider than school.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?	
<p><i>Team teaching to upskill teaching staff in the teaching of PE, including CPD, AfPE membership and resources.</i></p>	<p>PE teams supported all classes through the assessment of PE and how to measure impact. This was evidenced within a PE deep dive, where all staff were confident to deliver the lesson content following CPD sessions, team teach and live feedback. Membership to the AfPE was used by the subject leads and information was current and shared to parents.</p>	
<p><i>Further develop OPAL provision to increase physical activity inc balance bikes, barrels (over, under, through), large blocks for balancing,</i></p>	<p>OPAL had a significant impact on pupils physical activity, with the introduction of barrels for balance, astro blocks to climbing and large blocks for building strength. As a result pupil voice states how the provision has enhanced the outdoor provision and the school were awarded Platinum in July 2025.</p>	
<p><i>Extend the wider opportunities for all children through a rich diet of sporting clubs throughout the year and enhanced wider PE curriculum offering for additional year groups.</i></p>	<p>Wider Opportunities have included enrichment opportunities such as climbing experience for Year 4, scoot ability for Year 2 and bike ability for Years 5 and 6. The sports clubs available throughout the year included and not limited to: Dodgeball, Gymnastics, Rebound, Rounders, Football, Cricket and outdoor games. We also provided external clubs for multi skills and ball skills.</p>	
<p><i>Additional swimming lessons for those in Year 6 who cannot yet swim the 25m required</i></p>	<p>Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>100%</p>
	<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p>	<p>56%</p>
	<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>23%</p>
	<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>88%</p>
	<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No (top ups to meet 25m requirement, not extra)</p>

## Actual impact/sustainability and supporting evidence

*Increase the opportunities for physical exercises within outdoor spaces.*

The addition of line markings has enabled children to move and use gross motor skills, linked to all aspects of the curriculum and throughout the school day. It is now accessible to all, more. The inclusive games and tournaments across the Trust have enabled 50% more children in Key Stage 2 to access a competitive sport, such as football or the inclusive games.

EYFS outdoor provision now has equipment that has supported the development of gross motor skills (core muscle groups) and fine motor skills (small skills) to then be used within other areas of the EYFS equipment. This includes, block play, balance equipment and ride on equipment to boost coordination. The Physical strand for the last cohort at the end of 2024-2025:

Gross Motor= 91%

Fine Motor= 83%

Both= 80%